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AUTHOR Corbett, Peter C.
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ABSTRACT

A case is made for the use of "banding" as a method of assessing language progress. In a banding system, the range of language proficiency from beginner to native speaker is divided into bands, each one representing a distinct, discernible, and describable level of ability. Banding seems to be most useful in circumstances when the specific purpose for which the person is studying a language can be specified, and when standardized tests of the specific variety needed are not available. In addition, it is useful when the test population is small and the course is an experimental one. An instance of testing reading comprehension and evaluating the outcomes according to the banding system is described. Twenty-nine students representing a cross-section of the graduate students at the English Language Center in Saudi Arabia were tested. Results indicated that: (1) successful banding seems possible only when teachers and test designers are clear about the kind and level of language proficiency expected: and (2) test designers can help maintain good banding standards by designing a variety of tests, each one tailored to particular needs. A copy of the reading comprehension test described is appended. (AMH)

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SETTING STANDARDS IN ENGLISH LANGUAGE

by Peter C. Corbett

English Language Centre, King Abdulaziz University

Paper delivered at the Fourth International Symposium on Educational testing at Antwerp, June 24 - 27, 1980.

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Who are we setting standards for and what should these standards measure? Most speakers of English are not native speakers of the language. Few students at King Abdulaziz University, for example, will ever need the correct, unchallenged English of the native speaker. But all of them are acquiring skills which need the support of some variety of English in the international job community. A very few graduates, about ten percent, must become proficient in English, in order to be accepted by a foreign university. We are, in fact, setting standards the students need for their goals in life, wherever these goals require communication in a variety of English. In this paper I will put the case for the use of banding as a method of assessing language progress, because it is adaptable as a testing measure to an infinite number of particular varieties of English and because it has yielded both valid and reliable results.

FL 012 152

BANDING

What exactly is banding? To quote the ELC Handbook on Assessment:

"In a banding system, the complete range of language ability - from absolute beginner to educated native

speaker - is divided into nine bands, each one representing a distinct, discernible and describable level of ability." (1) The banding system in use by the English Language Centre is a development of earlier models produced by the British Council's Language Testing Service.

Band sheets, or statements of all nine bands, are designed differently according to the English Language required for a particular course. For example, Transparency A shows a band sheet used in the Graduate Programme. The course is aimed at proficiency in English for prospective entrants to a university course at master's level in the United States or Britain. These students sit the Toefl and sometimes the GRE or GMAT tests. Within the course students are assessed regularly by tests which are supposed to conform to acceptable standards of proficiency in language. A discussion of such standards in a recent report by the Center for Applied Linguistics (2) indicates the main problems encountered in administering such tests, but does not meet the case of banding students for levels of proficiency. It is the judgement of the teacher that determines the final band where objective tests have not provided a clear answer; the emphasis on controlled teacher ratings is, in the hands of experienced teachers, a recognized measure of immediate validity. (3) As a testing measure, BANDING is most useful when -

(a) the language knowledge required of the students during the entire course can be particularised within a series of equal, but broadly defined steps, progressing systematically to a point where a benchmark in language for some specific purpose has been reached.

(b) standardized objective tests of the specific variety needed are not available or where administration of such tests under conditions for which they were written is chancy at best.

(c) the sample, or test population, is small (considerably below a hundred on average) and therefore unlikely to yield meaningful statistical results.

(d) the course is an experimental one - i.e. has not yet adopted a standardized norm of language - and therefore may lend itself to banding but not to truly objective testing.

Transparency B shows a band sheet used in the undergraduate engineering programme. This course aims at enabling students to give a coherent explanation in English of what they are doing when they perform assigned tasks. The "learn by doing" approach is stressed. The teacher records progress in assigned tasks and his own judgement of the quality of communication taking place - he is aided by the results of continual test assessment. If a student's engineering skills are in order, and he can explain them successfully in English, then he satisfies the standard of the appropriate band (at "excellent " "good" "adequate" or "poor" level of performance). I wish to emphasise two differences from the Graduate Course:

(a) Skills testing in the engineering programme often requires non-verbal responses - as when students are given instructions to complete a

diagram or carry an experiment to a further stage. The judgement of this particular skill, falling into the category of what Widdowson (4) has called "Truth Assessment", is left to the teacher, who decides the band. He has, of course, rehearsed the necessary paralinguistic skills with the students beforehand, usually with the T.V. monitor.

(b) It is recognised that loose banding could allow an unacceptable version of English to gain acceptance because the student's non-verbal performance is effective and the teacher is in a mood to be tolerant of faulty English. The check is in the higher bands; for instance, at Band 6.5 of the skills test on Electrolysis of Water (Transparency B), the student is required to "provide an introduction to the report (e.g. historical development of formula for water)." Since Band 6 is the pass-out band in this programme, a fairly rigorous standard has to be maintained. Like "objective" testing, banding can fail at any stage if it is not administered with integrity.

Assessment of Reading Programme

Students in the Graduate Programme all have duties in their respective faculties and their attendance at classes, being limited, it requires to be supplemented by a reading programme, with scope for supervised and unsupervised extensive reading. This year I attempted to assess the programme by giving a reading comprehension test, with passages judged to

be in the range from Band 3 to Band 7, to a cross-section of students. (See APPENDIX 1) Band 3 was chosen as the lowest possible comprehension measure since Band 2 (see Transparency A) students (supposedly) "cannot cope with English above the word or phrase level." Band 7 was chosen as the highest reasonable measure since at that Band students are "able to cope with English-medium education abroad," which is the goal of all Graduate Programme studies. If the average of correct responses for the most difficult passage reached 0.20, and the lower bands were represented: Band 6 (0.40), Band 5 (0.60), Band 4 (0.80) - then one could say the reading programme was working very well, given the constraints of the course.

The five reading passages chosen covered the following topics (from allegedly least difficult to most difficult) : an escape scene from an adventure story, a description of the underwater world near Jeddah, a report on world-wide use of credit-cards, a sociologist's observation on the drug-culture, and a review of a performance of a Shakespeare play. The underwater extract was slightly edited. It has been generally observed that "learners will tend to treat all questions as usage reference first and then, when that tactic fails, to engage interpretation at the assimilation level." (5) The students were allowed thirty minutes, rather longer than necessary, but in fact most of the Advanced group used the whole time available.

The questions themselves were of the kinds familiar to the students through working with SRA boxes and practice Toefl tests. Throughout the test, there was a progressive increase in the difficulty of the

"use inference (ii) discrimination" questions - which indicate "the selective processing whereby the main points are abstracted and relative significance established." (6) These are summarising and interpretative questions of the kind Toefl and GRE candidates face.

Twenty-nine students were tested : fourteen from the Advanced class (these students had averaged at Band 5.5 for reading comprehension; their class had fielded sixteen candidates for the Toefl Test in January and March 1980, averaging 477 points); five from the Intermediate class; ten from the Master's in Business Administration class (a group which had undergone a specialized reading programme and had a (presumed) back-ground in SRA box reading.) The twenty-nine represented a cross-section of graduate students at the ELC.

The Results : (See Transparency C and APPENDIX 2)

(a) The students endorsed the banding of reading passages; there was a twenty-point gap between each band.

(b) Band 7 was not reached and Band 3 unscored. The students scored in clusters : 4 - 4.5 and 5 - 5.5. The best fifth averaged at Band 6. The students as a whole averaged at Band 5.

Conclusion : The results confirm research which has shown that the reading comprehension passages are a very demanding section of the Toefl Test, even for

native speakers of English, (7) and suggests that students in the Graduate Programme need to read more and have their reading checked more closely by tests such as this one.

Two Perspectives on Banding

(i) Successful banding seems possible only where teachers and test designers are clear about what kind of language precisely they expect from the students. This clarity should be based on respected linguistic research. The concept which I believe underlies the banding methods I have described in this paper is found in Kempson (8), though it remains controversial :

" I have suggested that we make a separation between a semantic account of a language (which assigns interpretations to the words and sentences of the language) and an account of communication (pragmatics) which assumes the prior existence of such a semantic account."

It seems to me that the "semantic account of a language" is the basis for the logical, propositional language to be found in the reading comprehension passages and the "account of communication" the basis of language used in the engineering programme.

(ii) Test designers could help maintain good banding standards by designing a number of closely related tests, each tailored to a particular extension of student needs, rather than one test, with its

inevitable limitations. A test of conversational English would come in versions suited to good non-native speakers in, say, Arabic, Far Eastern and African cultures. This approach would allow the local teacher to participate with conviction in setting standards for his students.

Peter C. Corbett

Jeddah. June, 1980

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(7) Toefl Research Reports Report 1. November 1977 The Performance of Native Speakers of English on the Test of English as a Foreign Language John L. D. Clark Abstract and p. 29

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TRANSPARENCY A

Band Sheet

BAND	COMPETENCE
9	VERY COMPETENT NATIVE USER. NO DISCERNIBLE LANGUAGE PROBLEMS.
8	EDUCATED NATIVE OR HIGH-LEVEL NON-NATIVE USER. OCCASIONAL RESTRICTIONS OF STYLE OR REGISTER IN SPECIALIZED AREAS OUTSIDE HIS/HER EXPERIENCE.
7	GOOD NON-NATIVE USER. FEW SIGNIFICANT OR PERSISTENT COMMUNICATION PROBLEMS, BUT OCCASIONAL INADEQUACIES. ABLE TO COPE WITH ENGLISH-MEDIUM EDUCATION ABROAD.
6	COMPETENT NON-NATIVE USER. COMMUNICATIONS MANIFEST OCCASIONAL LANGUAGE ERRORS OR MIS-UNDERSTANDINGS. RESTRICTIONS OF IDIOM AND LEXIS. ABLE TO COPE WITH ENGLISH-MEDIUM EDUCATION IN COUNTRY OF ORIGIN.
5	LIMITED USER. CAN SURVIVE WITH GUIDANCE OR IN FAMILIAR, CIRCUMSCRIBED SITUATIONS. OBVIOUS RESTRICTION OF IDIOM AND LEXIS. NOT YET ABLE TO COPE WITH ENGLISH-MEDIUM EDUCATION.
4	USER AT BASIC LEVEL. CAN SUSTAIN THE 'THREAD' OVER ONE OR MORE SENTENCES. POOR AND INACCURATE FLUENCY.
3	HIGHLY RESTRICTED USER. CANNOT SUSTAIN COMMUNICATION WITH ANY DEGREE OF ACCURACY OF FLUENCY.
2	NON-USER. CANNOT COPE WITH ENGLISH ABOVE THE WORD OR PHRASE LEVEL. VERY RESTRICTED VOCABULARY.
1	COMPLETE BEGINNER. NO KNOWLEDGE OF ENGLISH, APART FROM GREETINGS, COMMON PHRASES ETC.

TRANSPARENCY B

Engineering Programme Skills Test Band Sheet

Video:

ELECTROLYSIS OF WATER (102)

BAND	QUALITY OF PERFORMANCE		TASKS
6·5	excellent good		can provide an introduction to the report (e.g. historical development of formula for water)
6	adequate poor		can suggest (not state) that the formula for water is H_2O
5·5	excellent good	can attempt higher tasks	can conclude the presence of twice as much hydrogen as oxygen by volume can conclude which gas is which (from the tests) at the anode and the cathode
5	adequate poor	cannot attempt higher tasks	can observe twice the volume of gas at the cathode than at the anode
4·5	excellent good	can attempt higher tasks	can write a description of the experimental conditions for electrolysis, including the setting up of the apparatus can describe the tests for hydrogen and oxygen
4	adequate poor	cannot attempt higher tasks	can observe the presence of gas in the tubes can provide the title and aim Can draw an accurate diagram with labels
3·5	excellent good	can attempt higher tasks	can record the voltmeter and ammeter readings
3	adequate poor	cannot attempt higher tasks	can produce the format and sequenced headings of a formal science report can list the apparatus

level of difficulty of task

Clarification of tasks outlined in Model Report over:

TRANSPARENCY C

BANDING OF READING PASSAGES
Five passages 4 x 5 questions

RESULTS: READING COMPREHENSION TEST

	Band 3	Band 4	4.5	Band 5	5.5	Band 6	Band 7
Passage 1			0.65				
Passage 2		0.69					
Passage 3					0.44		
Passage 4				0.48			
Passage 5						0.25	

Responses of twenty-nine students (14 Advanced, 5 Intermediate, 10 M.B.A.)

SHOWS Average of correct responses for each passage (See Appendix 2)

Graduate Programme. English Language Centre King Abdulaziz University
May 1980

APPENDIX 1

20 QUESTIONS
30 MINUTES

READING COMPREHENSION TEST

You are to choose the ONE best answer, (A), (B), (C), (D) or (E), to each question. Mark your answer on the answer sheet.

He reached the first buildings without seeing a soul, but a moment later two men stepped out of a doorway not five yards away; there was no time to turn aside, so he walked straight on, passing so close to the men that he could have touched them. As far as he could gather they took not the slightest notice of him, although he did not turn round after he had passed them. Then a party of six or seven crossed an area of light in front of an open window about fifty yards ahead; they appeared to be coming in his direction, so he turned sharply to the right into a convenient passage between the houses and then again to the left in order to maintain his general direction towards the forest.

1. This story describes events occurring

(A) in broad daylight (B) in the morning
(C) on a dark night (D) in the afternoon
(E) at noon

2. What is the "He" of the story doing?

(A) walking through a forest (B) crossing a street
(C) meeting some friends (D) trying to avoid being seen
(E) conveniently passing the time

3. Who passed in front of an open window?

(A) two men (B) a group of five men
(C) "He" (D) the story doesn't say
(E) a group of six or seven men

4. The place "He" is in is probably

(A) a farm near a busy highway (B) a camp near a forest
(C) a block of apartments (D) a deserted landscape
(E) a crowded area downtown

The waves against the reef scatter the sparkling stream of bubbles which has risen like a laughing child from the diver below. The smaller bubbles play around the few larger balloons of air which seem about to burst - and do so as they reach the surface. Through these bubbles, I can see a shoal of fish striped black and white like zebras. They dart past and mingle around an outcrop of coral with a smaller group of rather larger fish with a very distinctive blue and red colouring. Some of them are feeding on the green and purple coral while others are dashing in and out of the outcrops in the coral. The movement of the waves causes the plants along the reef to sway with the water. With a short movement of

APPENDIX 1

READING COMPREHENSION TEST

my fins, I do a half roll in the water and follow my diving partner down to the twenty metre mark where some larger fish are swimming along the base of the reef.

I am not on holiday. This is Jeddah and we have been diving on some of the most impressive coral in the world.

There is a strong image of Saudi Arabia as a land of desert. It is known as the land of the Bedouin - and indeed the major part of the country is desert. But the Kingdom's sea traditions are equally strong, if less talked about, going right back to the days of the dhow trade with Africa and the Indian sub-continent.

5. What is like a "laughing child"? (line 2)

(A) the waves
(B) the balloons
(C) the bubbles
(D) the reef
(E) the diver

6. The "I" in the story is

(A) an image
(B) a child
(C) an outsider
(D) a diver
(E) a fish

7. Lines 10 to 13 mention

(A) my partner doing a half-roll
(B) the fish swimming at the 20 metre mark
(C) a shoal mingling round the coral
(D) the movement of the waves
(E) the fish striped like zebras

8. Which statement best sums up the third paragraph?

(A) The desert tradition is the only tradition of Saudi Arabia
(B) The desert tradition is weaker than the sea tradition
(C) The dhow trade is a great tradition
(D) The sea tradition is as strong as the desert tradition
(E) There is mainly a sea tradition in Saudi Arabia

APPENDIX 1

READING COMPREHENSION TEST

This was the credit-card decade, as the addiction spread from America to the rest of the world. By now there are roughly 600m credit cards in circulation in America, another 40m-50m elsewhere, notably in Britain.

The spread was not a walkover. Shopkeepers and hotels disliked the card operators' hefty service charges. Some banks - in West Germany, Holland and Belgium - feared card operators would take banks' consumer lending business, and defended the use of cheques. Eurocard, the plastic card sponsored by German and other northern European banks, offers only short-term credit; as with American Express and Diners Club, bills are due in full monthly.

Elsewhere, banks decided to join the boom. Visa and Mastercharge, America's two rival bank card systems, offered extended credit; both thrived, issuing over 100m cards between them. Many American banks joined both.

In Britain, Barclays, which had launched its own Barclaycard in the mid-1960s, built up its cardholder base from 1m to nearly 5m over the 1970s. Lloyds, Midland and National Westminster jointly launched a rival card, Access, in 1972, winning more than 4m cardholders. In France, major banks combined to promote Carte Bleue (1½m).

9. Which is the best summary of the passage?

(A) There are now 600m credit cards being used around the world.

(B) The spread of credit cards was welcomed everywhere in the last decade.

(C) In the last ten years the use of credit cards spread from America to the rest of the world.

(D) European banks offer only short-term credit but bills are due in full monthly.

(E) Banks have decided to give credit.

10. The fear that credit cards would spoil their cheque business was felt most by

(A) Visa and Mastercharge, America's rival card systems
(B) banks in Britain and France
(C) northern European banks
(D) banks in Belgium Holland and West Germany
(E) banks in southern Europe.

APPENDIX 1

READING COMPREHENSION TEST

11. The article says some business people did not like the cards because

(A) the Americans had started them
(B) bills were due monthly
(C) the card systems thrived
(D) service charges were very high
(E) the addiction had spread

12. The number of cardholders in the Access system grew to

(A) 5 million
(B) 1½ million
(C) 100 million
(D) 4 million
(E) 2 million

Sociologists are still arguing over the apparent onset of anxiety in the Sixties. Did we all suddenly become more anxious, or were we no longer prepared to tolerate even a normal level of anxiety, especially when advertisements claimed relief was readily available? Whatever the cause, one person in every six now takes Valium or another of the mood-altering drugs. Does it matter? Scientists like Dr Malcolm Lader think it does: 'It is a question of options. If we treat people with these drugs we are dulling their senses, we are dulling their sense of protest, we are dulling their feeling that they want to change themselves, alter themselves, better themselves.'

So what is the patient to think? The most we can hope for is that every patient might show more awareness and more common sense in consuming drugs. Perhaps patients should ask for more advice and demand fewer prescriptions. Perhaps doctors should offer more advice and write fewer prescriptions. This would certainly meet with government approval. The DHSS has just launched a reduce-prescribing campaign to cut the drugs bill. Everyone should realise that every drug, however familiar, is just the 'useful poison' that William Withering talked about.

Many pharmacologists feel it would do no harm if patients were more questioning when faced with another prescription.

13. This passage is about

(A) Patients' relationships with doctors
(B) The quality of doctors in the Sixties
(C) Why people became more worried in the Sixties
(D) The cost of drugs
(E) How people can change themselves

APPENDIX 1

READING COMPREHENSION TEST

14. The article says pharmacologists think patients should

(A) Not buy drugs
(B) Claim relief readily available
(C) Switch to Valium
(D) Ask more questions
(E) Write to the DHSS

15. The idea that treating people with drugs dulls people's sense of protest is suggested by

(A) William Withering
(B) many pharmacologists
(C) Malcolm Lader
(D) the DHSS
(E) sociologists

16. The article suggests that the proportion of people taking mood-altering drugs is now about

(A) one-half
(B) one-third
(C) one-fourth
(D) one-tenth
(E) one-sixth

OTHELLO Olivier Theatre -
He lumbers on like a huge bear disoriented after a long sleep, slow-moving unsure of quite where he is or what he should be doing, emitting low growls of disapproval.

Paul Scofield's Othello is a primitive uprooted from his natural environment, an exotic creature who moves clumsily, as if unused to the clothes he wears, who speaks with grave care, as if the language might ambush him, who suggests a once fierce but now domesticated animal. It is as if he has taken his cue from Othello's praise of Desdemona towards the end of the play - "O, she will sing the savageness out of the bear!"

Of all Shakespeare's tragic heroes, Othello has the least sense of humour or self-awareness. The nearest he comes to either is in his suicide speech, when he demonstrates on himself how he slew an enemy. Of all our great actors, Scofield has the most evident intelligence and gift of irony. So it is that this conjunction of role and actor - longawaited after his magnificent Hamlet and Lear - sometimes seems an awkward one.

Scofield keeps his voice at cellar level, dark and deep. Only in the last act does he use his full range, begin, in an extreme passion, to raise it above a reasonable rumble. He speaks the verse like a careful

APPENDIX 1

READING COMPREHENSION TEST

man inching his way along a rocky path beside a precipice. Each word is tested to see if it will bear his weight before he goes on to the next, a halting rhythm that suggests the disconnectedness between Othello's reason and emotion.

Peter Hall's production is in his now familiar neutral Shakespearean style that has done the National no good at all. It is an approach that makes no choices, that seems to do no more than provide the actors with an uncluttered stage and leaves them to get on with it.

John Bury's set of a central doorway adapts ingeniously to changing from Venice to Cyprus, from street to bedroom, but neither it, nor the broad, underpopulated stage, suggests a specific society in which the characters have their being. There is just a large open space on which the actors act, in their own ways, usually at some distance from each other, as if the tragedy lay in a failure of communication, with Iago as some malicious postman, muddling messages or ensuring that they don't get a first-class delivery.

17. Paul Scofield's playing of Othello is said by the reviewer to resemble a

(A) humorous, intelligent man who speaks with a halting rhythm
(B) muddler of messages, like a malicious postman
(C) slow speaker, who moves like a bear, but is intelligent
(D) domesticated animal, slow-moving and unintelligent
(E) a bear which has had the savageness drawn out of it

18. The reviewer thinks the stage used has the effect of

(A) letting the players appear to wander about, as the stage is too big for the action.
(B) providing the actors with a specific society in which the characters can have their being
(C) giving the actors the best opportunities for communication
(D) opening up the range of Othello's dark and deep voice as though the stage were a cellar
(E) looking more like Venice than Cyprus

19. This production of Othello is by

(A) Shakespeare
(B) John Bury
(C) Peter Hall
(D) Paul Scofield
(E) Iago

APPENDIX 1

READING COMPREHENSION TEST

20. Othello is unique among Shakespeare's tragic heroes in that

(A) he dies in the play
(B) he lacks a sense of humour
(C) he is a big, slow-moving man
(D) he lacks a wife
(E) he is a careful man

APPENDIX 2

READING COMPREHENSION

PASSAGE I

	Q1	Q2	Q3	Q4
A	✓	✓	✓	✓
A	✓	✓	✓	✓
A	✓	✓	✓	✓
A	✓	✓	✓	✓
A	✓	✓	✓	X
A	✓	✓	✓	✓
A	✓	✓	✓	✓
A	✓	✓	✓	X
MBA	✓	✓	✓	X
A	✓	X	✓	X
A	✓	X	✓	X
A	X	✓	X	X
MBA	X	X	✓	X
A	✓	X	X	✓
A	X	✓	✓	✓
A	✓	✓	✓	X
MBA	✓	X	✓	✓
MBA	✓	✓	X	X
MBA	X	X	✓	✓
MBA	✓	X	✓	✓
I	✓	✓	X	✓
I	✓	X	X	✓
MBA	✓	X	✓	X
I	✓	X	✓	✓
I	✓	X	X	✓
I	✓	X	✓	✓
MBA	X	X	✓	X
MBA	X	X	✓	X
MBA	X	X	✓	X
(29)RIGHT	22	14	23	16
	0.76	0.48	0.79	0.55

AVERAGE 0.65%

PASSAGE II

	Q1	Q2	Q3	Q4
A	✓	✓	✓	✓
A	✓	✓	✓	✓
A	✓	✓	✓	✓
A	✓	✓	✓	✓
A	X	✓	✓	✓
A	✓	✓	✓	✓
A	✓	✓	✓	✓
A	✓	✓	✓	✓
MBA	✓	✓	✓	✓
A	X	✓	✓	✓
A	✓	✓	✓	✓
A	✓	✓	X	✓
MBA	✓	✓	X	✓
A	✓	✓	X	✓
A	✓	✓	✓	✓
A	✓	✓	✓	X
MBA	X	✓	✓	X
MBA	✓	✓	✓	X
MBA	✓	✓	✓	✓
MBA	✓	X	✓	X
I	✓	✓	✓	X
I	X	✓	X	X
MBA	✓	✓	✓	X
I	X	✓	X	X
I	X	X	X	X
I	X	X	X	X
MBA	X	X	X	✓
MBA	✓	X	X	X
MBA	X	X	X	✓
(29)	20	23	19	18
	0.69	0.79	0.66	0.62

AVERAGE 0.69%

KEY: ✓ = right answer
X = wrong answer
— = did not attempt

PASSAGE III

	Q1	Q2	Q3	Q4
A	✓	✓	✓	✓
A	X	✓	✓	✓
A	X	✓	✓	✓
A	✓	✓	✓	✓
A	✓	✓	✓	✓
A	✓	✓	✓	X
A	✓	✓	X	✓
A	✓	✓	X	X
MBA	✓	✓	✓	X
A	X	✓	X	X
A	X	✓	X	✓
A	✓	✓	✓	X
MBA	X	✓	✓	✓
A	X	X	X	X
A	X	✓	X	✓
A	X	✓	X	X
MBA	✓	X	X	X
MBA	X	X	X	X
MBA	X	✓	X	X
MBA	X	X	X	X
I	X	X	X	✓
I	✓	✓	X	X
MBA	X	X	–	✓
I	X	X	X	X
I	X	✓	X	✓
I	X	X	X	X
MBA	X	✓	X	X
MBA	X	X	✓	X
MBA	X	X	–	–
(29)	10	19	10	12
	0.34	0.66	0.34	0.41

AVERAGE 0.44%

PASSAGE IV

	Q1	Q2	Q3	Q4
A	X	✓	✓	✓
A	✓	✓	✓	✓
A	X	✓	✓	✓
A	✓	✓	X	X
A	✓	✓	✓	✓
A	X	✓	✓	✓
A	✓	X	✓	✓
A	✓	✓	✓	X
MBA	–	✓	✓	✓
A	✓	✓	✓	✓
A	X	✓	✓	✓
A	✓	X	X	✓
MBA	✓	✓	✓	✓
A	✓	✓	✓	✓
A	X	X	✓	X
A	X	✓	X	X
MBA	X	✓	X	X
MBA	X	X	✓	X
MBA	X	X	X	X
MBA	X	X	✓	–
I	X	X	X	–
I	X	X	X	X
MBA	–	–	–	–
I	X	X	X	X
I	✓	✓	X	✓
I	X	X	X	✓
MBA	X	X	–	✓
MBA	X	X	X	X
MBA	–	–	–	–
(29)	10	15	15	15
	0.34	0.52	0.52	0.52

AVERAGE 0.48%

KEY: ✓ = right answer
X = wrong answer
– = did not attempt

PASSAGE V

	Q1	Q2	Q3	Q4
A	X	X	✓	✓
A	X	X	✓	✓
A	✓	X	✓	X
A	✓	X	✓	X
A	X	X	✓	✓
A	✓	X	X	X
A	X	X	X	X
A	X	X	✓	✓
MBA	X	X	✓	X
A	✓	X	✓	✓
A	X	X	X	X
A	X	✓	✓	✓
MBA	X	—	X	✓
A	X	X	X	✓
A	✓	X	X	X
A	X	X	X	✓
MBA	—	—	—	—
MBA	X	X	✓	X
MBA	X	—	—	—
MBA	—	—	—	—
I	—	—	—	—
I	✓	X	X	X
MBA	—	—	—	—
I	✓	X	✓	X
I	X	X	✓	X
I	X	X	X	X
MBA	X	X	X	X
MBA	X	X	X	X
MBA	—	—	—	—
(29)	7	1	12	9
	0.24	0.03	0.41	0.31

AVERAGE 0.25%

KEY: ✓ = right answer
X = wrong answer
— = did not attempt